

2004 English

Intermediate 1 – Close Reading

Finalised Marking Instructions

Marking Key

1. In the opening paragraph, (lines 1-3) the writer gives two different explanations for visiting "parts of the world".
- In your own words** say what they are. **2 U**
- One is deliberate/intentional/planned (1)
the other happens by chance (1).*
2. The writer's visit to Ireland was as a result of an invitation to write a song for his friends.
- What else did he have to do to ensure that they would qualify for the final of the Competition?
- Answer in your own words.** **2 U**
- He had to entertain the audience/do a turn/fill the gap (1) while the judging was completed (1).*
3. (a) **In your own words** describe fully the kind of song Seamus asked the writer "to come up with" (line 10). **2 U**
- The song was to be funny (1) and better (than the others)/different (from the others) (1).*
- (b) **In your own words** explain what, according to the writer, actually "set it apart" from the others. **2 U**
- It was much (1) worse/poorer/less funny (1).*
4. By referring to examples from lines 12-14, explain how the writer's **word choice** and **punctuation** help to create an informal, conversational tone. **4 A**
- Word choice: Now (I consider myself ...)/how can I put it?/yes, that's it [accept also reference to 'Wanna'] (1) and explanation – eg addresses reader directly (1)*
- Punctuation: ref. to dashes (1) and explanation – eg indicates hesitation/pause/thought (1).
OR ref. to question mark (1) and explanation, eg indicates the writer thinking to himself (1).*
5. "They resembled a couple of children ... uninterested parents" (lines 18-19).
- How does this comparison help to show that Seamus's and Tom's costumes were not very good? **2 A**
- By highlighting/emphasising/clarifying/illustrating (1) the lack of care/pride/supervision/assistance (1).*

6. Why do you think the writer describes carrying a teapot and kettle as Seamus's "masterstroke" (line 21)? 2 A

Recognition/explanation of irony OR sarcasm (2).

He was making fun of Seamus (1).

It made them seem even more ridiculous (1).

He was making fun of Seamus. (1)

7. Look again at lines 22-26.

The writer feels that one "had to admire" Seamus's courage.

Explain how any **one feature of the sentence structure** in lines 22-24 helps to convey this feeling. 2 A

Feature (1) + Explanation (1)

Feature

Reference to: colon which introduces examples (1).

list of examples (1)

dash OR word order emphasising 'all' (1).

Explanation to show nature/number of his audience (1).

8. Look again at lines 27-33.

"Seamus and Tom took centre stage" (line 27).

In your own words, explain fully:

- (a) **how** the audience reacted at first; 1 U

They were surprised/astonished (1)

- (b) **how** the writer felt as he "watched from the back"; 2 U

He was amazed (1) and embarrassed (1).

- (c) **what** Seamus and Tom were beginning to think. 2 U

The (silly) costume (1) wasn't enough/wasn't funny/made them feel stupid (1).

9. Comment on the effectiveness of the writer's use of **word choice** OR **sentence structure** in creating tension in lines 36-42. 2 E

Word choice: ref. to frantic (signals)/flapping (arms)/brandishing ... (in anger)/(looked) accusingly/paralysed (with nerves) (1) and indication of how this suggests desperation/heightened emotion (1)

Sentence structure: brevity (1) indicating nervousness/anxiety/filmic technique (cutting from scene to scene) (1)

OR ref. to use of questions (1) building to a climax/indicating the writer's sense of panic (1).

10. "Time stood still" (line 48).

Identify any **two techniques** the writer uses to emphasise this idea.

2 A

Brevity of sentence/paragraph on its own/personification (metaphor acceptable)/alliteration – any two, one mark each.

11. Seamus eventually gave up using "frenzied gesticulations" (line 49-50).

Quote an expression used earlier in the passage which helps you to understand this idea.

1 U

"... frantic signals." (line 41) (1) OR "... flapping arms ..." (line 42) (1).

12. Look again at lines 51-52.

Explain how effective you find this final sentence to be as an ending to the passage.

2 E

Answers may, for example, refer to the sentence:

- *being summative/rounding off the incident (1) ;*
- *dealing with the happy conclusion to the episode (1), linking to the opening (1) linking to earlier elements (1)*
- *being structured so as to build to a climax (1);*
- *bringing together the audience, performers and writer (1).*
(Accept also answers which make appropriate reference to the structure/pattern of the sentence – eg the "rule of three" etc (1))

Any **two OR full explanation** of any one = 2 marks

Total (30)

[END OF MARKING INSTRUCTIONS]